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Developing Animated Videos as Islamic Religious Education Learning Media

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Abstract. This study aims to develop Islamic Education learning media using animated videos for elementary school students. The objectives are to: (1) identify the development stages of an animated video themed on sincerity for fifth-grade students; (2) evaluate its validity; and (3) assess its practicality in classroom use. The research employed a Research and Development (R&D) approach using the ADDIE model. The study involved Islamic Education teachers and fifth-grade students. Data were collected through observations, interviews, and questionnaires for expert validators, teachers, and students, as well as documentation. The results indicate that the animated video was developed in accordance with the ADDIE stages. The analysis revealed limited use of instructional media. In the design and development phases, materials were prepared, and the video was produced. It was then validated by experts and tested by users. The media was rated highly valid with a score of 89.15%, and its practicality was rated at 94.5% based on feedback from teachers and students. These findings suggest that the media has strong potential as a practical learning tool. It is recommended that teachers receive training in instructional media development and that animated videos be effectively integrated into the curriculum. Future studies should investigate broader applications and the long-term effects on student learning outcomes.

Keywords: Animated Videos; Islamic Education; Learning Media; Elementary Education

1. Introduction

The use of animated videos as learning tools in Islamic religious education in elementary schools is gaining prominence in the current educational landscape. Research has demonstrated that incorporating animated videos in academic settings can significantly enhance learning outcomes, including improved student achievement, motivation, and knowledge retention (Lin & Yu, 2024; Prasetyo & Nugraheni, 2024). Particularly in Islamic education, animated videos can be instrumental in elucidating intricate religious concepts to young learners.

Islamic religious education is pivotal in molding students' values and character. Studies highlight the importance of Islamic education in fostering religious values, promoting moderation, and countering radicalism within school environments (Nurhayati et al., 2022) . By integrating Islamic teachings through innovative curriculum designs, such as inclusive learning models and self-paced methods (Lubis et al., 2024; Mariska & Mustakim, 2024), the quality of Islamic education in elementary schools can be enriched.

Furthermore, teachers play a crucial role in promoting religious moderation and implementing effective Islamic education programs (Zahraini, Akib, Rosidin, & Sulaeman, 2024). They serve as key influencers in cultivating students' religious character and ensuring the successful delivery of Islamic religious education. Challenges and opportunities emerge in aligning Islamic education with technological advancements and the 4.0 industrial revolution (Sanzi et al., 2025). Embracing technology and leveraging platforms like YouTube for virtual instruction can enhance the dissemination of Islamic education, particularly in remote or pandemic-affected settings (Ahmad et al., 2024).

This study shows that animated video media on the theme of sincerity in deeds is both valid and practical for Islamic education in elementary schools. These objectives are essential to explore through development research because elementary students often struggle to comprehend abstract religious concepts, such as sincerity, without concrete visual representations, creating a significant pedagogical gap in Islamic education. Furthermore, the limited availability of age-appropriate, culturally relevant educational media in Islamic studies necessitates systematic research and development to create engaging tools that can effectively bridge the gap between complex spiritual values and young learners' cognitive abilities. The results confirm that such media enhances learning quality and student engagement.

1.1. Problem Statement

Developing animated video learning media in Islamic religious education learning in elementary schools is crucial. The limited use of innovative teaching tools, such as animated videos, in Islamic education hinders the enhancement of teaching and learning processes, impacting the quality and effectiveness of education (Ramli, 2022). Additionally, teachers' limited understanding and proficiency in designing and implementing ICT-based media, including animated videos, pose a significant challenge (Halim et al., 2021). In the context of the rapid evolution of educational technology, this gap highlights the urgent need for integrating animated video media as a relevant solution to improve learning engagement and outcomes. The rapid evolution of technology necessitates educators to adapt and integrate digital tools effectively to keep pace with modern educational demands (Chukwuemeka & Garba, 2024).

The consequences of these challenges are multifaceted. Underutilizing animated videos in Islamic education may decrease student engagement, motivation, and knowledge retention. Moreover, the absence of engaging learning materials like animated videos can result in a lack of interest and enthusiasm among students, potentially impeding their overall learning experience (Nurhayati et al., 2024). Insufficient technology integration in Islamic education may also hinder students' ability to grasp complex religious concepts effectively, limiting their educational development Yuswandi, Al Anshory, & Hasaniyah, 2024). Animated video media, by combining visual, audio, and contextual storytelling elements, is particularly effective for delivering abstract Islamic values—such as sincerity in deeds—to young learners in a more concrete and meaningful way.

Research in this area is crucial to address these pressing issues and enhance the quality of Islamic religious education in elementary schools. By investigating the effectiveness of animated video learning media, researchers can provide valuable insights into improving teaching methodologies and student outcomes in Islamic education (Yuliani & Susilo, 2024; Munadhifah, 2025). Thus, developing animated video learning media is not only a response to technological demands but also an academic effort to present innovative solutions grounded in pedagogical principles for Islamic education. Understanding the challenges, causes, and consequences of developing animated video learning media in Islamic education is essential for educators, policymakers, and curriculum developers to make informed decisions and implement strategies that optimize elementary school students' learning experiences.

1.2. Related Research

Three relevant studies related to the development of animated videos for Islamic Religious Education in elementary schools are as follows: (1) Şahin (2018) emphasizes the importance of Islamic Religious Education as a distinct academic discipline that integrates empirical and scholarly inquiries to guide professional practice and policy development in the field; (2) Sen (2022) investigates the impact of interactive, media-based video animations on students' motivation in mathematics learning; and (3) Arif, Aziz, and Ma'arif (2025) examines Islamic Religious Education teachers' competencies in designing and utilizing ICT-based media.

The novelty of the proposed research on developing animated videos as Islamic religious education learning media lies in its focus on integrating innovative technology into the realm of Islamic education in elementary schools. While previous studies have explored related areas

such as academic framing in Islamic teaching, the impact of interactive media on student motivation, and teachers' abilities in utilizing ICT media, this research uniquely addresses the development and implementation of animated videos tailored for Islamic religious education. By bridging the gap between traditional teaching methods and modern technological advancements, this research aims to revolutionize the pedagogical landscape of Islamic education, offering a novel approach to engage students, enhance learning outcomes, and promote a deeper understanding of Islamic teachings in elementary school settings.

1.3. Research Objectives

The primary purpose of this study is to develop an animated video as a learning medium for Islamic Religious Education, particularly aimed at enhancing the variety and effectiveness of instructional methods at the elementary school level. The animated media will focus on the theme of sincerity in performing good deeds, targeting fifth-grade students as the main audience. In line with this objective, the study seeks to explore several key aspects: first, to identify the stages involved in the development process of the animated instructional media; second, to evaluate the validity of the developed media in terms of its content quality and instructional design; and third, to examine the practicality of using the animated media in actual classroom learning. Through this comprehensive approach, the study aims to assess the potential of animated video as an engaging and pedagogically sound tool for delivering Islamic Religious Education in primary schools.

2. Theoretical Framework

2.1. Media-Based Learning Theory

Media-based learning theory offers the primary conceptual grounding for designing effective instructional materials. According to Mayer's Cognitive Theory of Multimedia Learning, meaningful learning occurs when students actively process relevant verbal and visual inputs simultaneously. The dual-channel processing, limited capacity, and active processing principles support the use of animation to reduce cognitive overload and improve knowledge retention. This theory informs the selection of animation formats, visual structure, and audio narration used in the developed media. Additionally, the ARCS motivational model (Attention, Relevance, Confidence, Satisfaction) complements this approach by highlighting the importance of engaging and purposeful media elements that motivate learners—particularly young students in elementary education (Johnson & Mayer, 2009).

2.2. Islamic Education Theory

The Islamic education perspective emphasizes the transmission of religious values through pedagogical approaches rooted in Qur'anic and Prophetic teachings. The theme of sincerity in deeds is a foundational moral concept in Islamic theology. Scholars such as Zulkifli et al. (2022) and Muis, Hidayat, & Arif (2025) emphasize that curriculum design in Islamic education must integrate values-based learning. The theoretical underpinnings of tarbiyah (education) and akhlaq (ethics) guide the selection of content to ensure that the animated video aligns with the character-building goals of Islamic education. The integration of these values with age-appropriate delivery formats, as encouraged by Islamic pedagogical experts, supports the use of animation as a culturally and religiously responsive medium (Azminah, 2020).

2.3. Animated and Visual Learning Theory

Visual learning theory and animation-specific frameworks provide crucial support for the choice of animated video as the medium. Beautemps, Bresges, and Becker-Genschow (2025) demonstrate through eye-tracking methodologies that animated content significantly increases attention and comprehension among young learners. Animated videos, particularly when combined with narration and contextual storytelling, enhance emotional engagement and facilitate the internalization of abstract moral concepts such as sincerity. The use of Renderforest and tools like CapCut, as implemented in this study, is guided by design principles that ensure clarity, narrative coherence, and age-appropriateness. These theoretical

principles directly inform the practicality dimension assessed in the implementation stage (Clark & Mayer, 2011).

2.4. Integration with Research Variables

The three theoretical domains—media-based learning theory, Islamic education theory, and visual-animated learning theory—are tightly linked to the core research variables of this study: validity, practicality, and the structured development process. The validity of the animated video is supported by its alignment with established multimedia learning principles and the theological soundness of the content, ensuring both pedagogical integrity and religious appropriateness. Practicality is reinforced by theories of engagement and motivation, which justify the media's ability to attract and sustain learners' interest, particularly in young audiences. Lastly, the development process—guided by the ADDIE model—is underpinned by constructivist and instructional design theories, ensuring each stage from analysis to evaluation is theoretically grounded. Together, these frameworks ensure that the final product is educationally effective, developmentally appropriate, and contextually meaningful within Islamic religious education for elementary students.

3. Method

3.1. Research Design

The research employed the Research and Development (R&D) method using the ADDIE model: Analyze, Design, Development, Implementation, and Evaluation. Each stage produced specific outputs. In the Analyze stage, interviews with teachers and students revealed the need for engaging media, resulting in a needs analysis report. The Design stage produced storyboards and selected animation elements aligned with the curriculum. In the Development stage, an animated video was created using Renderforest and validated by experts, yielding a revised video. The Implementation stage tested the media with students and teachers, producing practicality scores. Finally, the Evaluation stage refined the media based on formative input, resulting in a validated and practical animated video ready for use in Islamic education. This structured approach ensured that each phase contributed directly to the final product (Ding & Wang, 2024; Spatioti et al., 2022; Li & Cheong, 2023).

3.2. Participant

This study involved two categories of participants: one Islamic Religious Education teacher and fifteen fifth-grade students from an elementary school as shown in Table 1**.** All participants were selected through purposive sampling based on specific inclusion criteria relevant to the study objectives. Participation was voluntary and ethically approved by the school authority. The teacher served as a media user and evaluator, having no prior experience using animated videos for teaching the topic of sincerity as the material had previously only been delivered using printed textbooks. The students, aged between 10 and 11 years, were chosen based on their low engagement in previous lessons on sincerity, which were typically delivered using static images or text-based narratives.

Table 1. The Table Below Provides Structured Information About Participants

Participant Category	Number of Participants	Role	Grade Level / Age Range	Inclusion Criteria	Remarks
Teacher	1	Animated Video User	Islamic Education Teacher	No prior use of animated video to teach sincerity material; relied on printed books	Voluntary participation
Students	15	Animated Video Learners	Grade 5 / 10–11 years	Low engagement with sincerity topic due to lack of	Voluntary participation

Participant Category	Number of Participants	Role	Grade Level / Age Range	Inclusion Criteria	Remarks
				visual/audio-rich learning content	

This participant structure allows for a focused analysis of the media's practicality and appropriateness for both educators and learners, enhancing the credibility and relevance of the research findings in the context of Islamic Religious Education at the elementary level.

3.3. Data Collection

Data collection in this study was carried out using several techniques. One of the primary methods was the use of questionnaires, which involved structured sets of questions designed to be easily and quickly answered by respondents. The questionnaires were employed to collect data for assessing the validity of the content and media, in which validators were asked to check boxes in the provided assessment columns. In addition to quantitative ratings, validators also provided written feedback regarding any deficiencies found in the materials or media, with the aim of facilitating further revisions and improvements. The questionnaire was also utilized to evaluate the practicality of the developed animated video media. Through this instrument, students were instructed to mark their responses by selecting from the given answer choices. Additional data collection techniques included classroom observation, which was conducted to examine the learning activities, and interviews with Islamic Education teachers to gather their perspectives on the use of animated video media in instructional settings. Questionnaires were also distributed to both teachers and students to gather user responses regarding the developed media. Furthermore, documentation techniques were used to collect supporting data, such as lesson plans and photographs of the learning activities.

3.4. Data Analysis

This research employed a combination of quantitative and qualitative data analysis techniques to comprehensively evaluate the development, feasibility, and effectiveness of the animated instructional video designed through the ADDIE model. Quantitative data were collected through structured questionnaires distributed to content experts, media design experts, Islamic Education teachers, and fifth-grade students. These questionnaires were structured using a four-point Likert scale, measuring indicators such as content relevance, presentation clarity, visual engagement, and instructional quality. The scores obtained from each respondent were totaled and converted into percentages using the following formula:

(Total Score ÷ Maximum Possible Score) × 100

The resulting percentages were interpreted using standard validity and practicality categories: 85–100% as "Very Valid/Very Practical," 70–84% as "Valid/Practical," 60–69% as "Fairly Valid/Less Practical," and below 60% as "Not Valid/Not Practical." These descriptive statistics helped to summarize the overall assessment of the media product across different stakeholder groups.

The classification thresholds used to interpret percentage scores were adapted from standard conventions commonly applied in instructional media development studies (e.g., Joshi et al., 2023). These thresholds were established to translate numerical results into meaningful qualitative categories of validity and practicality, and they provide a consistent framework for decision-making during the evaluation and revision phases of media development. These descriptive statistics helped to summarize the overall assessment of the media product across different stakeholder groups.

In addition to numerical data, the study also analyzed qualitative data gathered from validator comments, classroom observations, and teacher interviews. The qualitative analysis was conducted using the interactive model of Miles, Huberman, and Saldaña (2014), which consists of three concurrent components: data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting, simplifying, and focusing the raw input to extract the most meaningful content. Subsequently, the data were displayed in an organized format, allowing emerging themes and categories to be clearly identified. Finally,

conclusions were drawn and validated by interpreting the patterns that emerged and cross-checking them with quantitative findings to ensure analytical consistency and credibility. This iterative and flexible approach is well-suited to the cyclical nature of product development within the ADDIE framework and aligns with the core principles of educational Research and Development (R&D), where feedback is essential to continuous refinement. By integrating both numerical scoring and narrative feedback into the analysis, the study ensures a rich, data-informed basis for evaluating and improving the animated instructional media.

4. Findings

The animated video was developed using the Renderforest application and contains content related to the theme "Let Us Be Sincere in Doing Good Deeds". The video can be accessed via the following link: https://youtu.be/gcLTcg5SQSg. The findings from the data analysis phase confirm the validity of the animated video as an instructional product. The assessment of validity was carried out through four main evaluations: individual trials, expert assessments from learning media specialists, linguists, and subject matter experts. Each of these evaluations contributed to the overall validity score and provided important insights into the strengths and areas for improvement of the animated video.

4.1. Analysis

At the preliminary stage of this study, the analysis served as the foundation for developing the animated video media. The process included four critical components: curriculum alignment, classroom learning environment, student acceptance of video-based instructional materials, and demographic context. Simultaneously, a focused needs analysis was conducted through interviews with Islamic Religious Education (IRE) teachers and fifth-grade students to gain deeper insights into the challenges faced in current instructional practices.

The curriculum analysis revealed that the topic "*Mari Ikhlas Beramal*" (Let Us Be Sincere in Doing Good) is a core component of the Basic Competency framework within the 2013 Curriculum for IRE at the elementary level. The curriculum emphasizes thematic-integrative approaches and value-based learning, requiring teaching strategies that are both engaging and accessible. However, the abstract nature of sincerity as a moral and spiritual concept necessitates the use of innovative multimedia formats that can translate complex ideas into more concrete and relatable forms for students.

Classroom observations and teacher interviews indicated that instruction remains largely conventional, relying heavily on printed textbooks with limited use of multimedia tools. This has resulted in a monotonous learning atmosphere, reduced student interest, and missed opportunities to leverage existing digital facilities such as projectors. Teachers confirmed that they had never used animated video media to teach the topic of sincerity, even though the topic inherently benefits from visual and emotional representation.

The student perspective further validated this need. Interviews revealed that students were less motivated to engage with the IRE subject due to uninspiring visual materials—mostly static images and text-heavy books. Many students expressed a preference for learning through videos and animations that are colorful, relatable, and easier to understand. Although students came from lower-middle socioeconomic backgrounds and had limited access to digital learning tools at home, they demonstrated high familiarity with video content via television and smartphones, which indicated strong receptivity toward animated instructional media.

Taken together, these findings formed a comprehensive basis for developing an instructional video that is culturally responsive, technologically appropriate, and pedagogically aligned. The triangulated insights—from curriculum analysis, teacher interviews, student feedback, and contextual observations—reinforced the need for a learning medium that bridges cognitive understanding with value internalization, especially in delivering abstract religious content like sincerity.

4.2. Design

The second phase involves designing to develop an educational medium, specifically a Renderforest-based animation video on the theme "Let us honestly do good. " This product's design process includes planning the content and selecting a suitable animation template that aligns with the educational content.

4.2.1. Material Design

The instructional content was developed based on the current national curriculum standards, with particular attention to students' developmental characteristics. The material selection process involved a comprehensive analysis of the competency requirements stated in the 2013 Curriculum and a systematic evaluation of fifth-grade students' cognitive and emotional needs. The primary source used was the official Islamic Religious Education textbook for Grade V, published in 2017 (ISBN: 978-979-1274-72-2), which forms the foundation for material development.

The structure of the animated video content included the following components: lesson title, learning objectives, definition of sincerity, types of sincerity in daily life, contextual examples of sincere behavior, and identifying characteristics of sincere individuals. These elements were selected to align with the thematic and value-based approach of the IRE curriculum and to ensure that students could relate to the content through everyday experiences.

The animation format utilized a combination of narrative text, symbolic visuals, and background audio to support learner engagement. Key moral concepts were illustrated using relatable characters and story-driven sequences, designed to foster both conceptual understanding and emotional connection. Symbolic visuals (e.g., light representing pure intention) were used to reinforce abstract meanings, while narration guided learners through reflective and contextualized examples. This design aims to transform abstract moral education into an accessible and meaningful learning experience for elementary students.

4.2.2. Specify Animation Templates, Images, and Audio

The animation templates were selected to align with the instructional content and designed to be as engaging as possible to foster student interest in learning Islamic Religious Education . For this purpose, the researchers employed the 3D Explainer Video Toolkit available on the Renderforest platform. This template features animated characters and classroom scenes that are developmentally appropriate for elementary school students. The animation scenes were pedagogically planned to convey learning messages effectively through a combination of visuals and narration. To enhance auditory appeal, the narration was recorded using the "Elf Voice" feature from the CapCut application, which offers a friendly and child-like tone suitable for capturing young learners' attention. The animated visuals present abstract concepts such as sincerity in a symbolic and concrete manner. For example, characters are shown displaying sincere behavior in everyday life scenarios, such as helping others or performing tasks without expecting rewards. Scenes are enriched with contextual backgrounds and synchronized voice narration to support comprehension and emotional connection as illustrated in Table 2**.**

Table 2. Selected Visual Frames and Their Instructional Functions from the Animated Video

Image	Description
	Opening scene with a greeting and animated character waving hands to welcome students.

Image	Description
	Learning objectives scene, where a character points to the board listing four goals, simulating a classroom setting.
	Example of sincere behavior explained with narrative, supported by contextually appropriate visuals and audio.

The integration of symbolic visuals, relatable character design, and attractive narration aims to make the learning process more interactive and effective. This approach helps students better understand abstract religious values while remaining cognitively and emotionally engaged throughout the lesson.

4.3. Development

The third stage is development, where this phase begins with turning the design results into a product, followed by the validation process through validation sheets and direct discussions with validators regarding the validity or feasibility of the animated video learning media designed using the Renderforest application, as well as seeking suggestions for improvements to the animated video learning media. After that, the validation stage is conducted with experts. Three experts validate the animated learning video media: subject matter, language, and media expert. The results of these validations and the practicality test are summarized in Table 3.

Table 3. Summary of Validation and Practicality Test Results of the Animated Video Media

No	Trial Subject	Validity Results(%)	Qualification Percentage
1	Subject Content Expert Test	93,3	Very Valid
3	Learning Media Expert Test	85	Very Valid
4	Individual Trial	94,5	Very Practical

4.3.1. Results of Validation by Material Experts

The validation results for the material, measured from four aspects, namely content feasibility, material presentation, ease of presentation, and contextual evaluation, where these four aspects are detailed in 15 statement items that have four assessment criteria, making the maximum score 60 (15 indicator items × 4 assessment criteria). The validation results yielded a

total score of 56, resulting in a feasibility score of 93.3%. This result is categorized as "highly valid." as presented in Table 4**.**

Table 4. Validation Results by Content Experts

No.	Evaluation Aspect	Score
1	Content Accuracy	18
2	Language Use	19
3	Presentation Clarity	8
4	Media Effects	3
5	Engagement/Interest Level	8
	Total Score	56
	Percentage	93.3%

4.3.2. Results of Validation by Media Design Experts

Media validation was conducted by two experts in instructional technology and multimedia design affiliated with the Department of Educational Technology. Their assessment aimed to ensure that the animated instructional video was pedagogically appropriate, technically feasible, and engaging for use in elementary-level Islamic Religious Education. The validation was based on five core evaluation aspects, each rated using a structured scoring system. The results of this assessment are presented in Table 5.

Table 5. Validation Results by Media Experts

No.	Evaluation Aspect	Score
1	Content Accuracy	13
2	Language Use	13
3	Presentation Clarity	10
4	Media Effects	12
5	Engagement/Interest Level	3
	Total Score	51
	Percentage	85%

The total score of 51 out of a maximum of 60 corresponds to a validity percentage of 85%, which falls into the "Highly Valid" category. This indicates that the video is suitable for classroom implementation without major revisions. During the validation, media experts also provided qualitative feedback. One expert pointed out that the voiceover in the original version of the video (viewable at https://youtu.be/gcLTcg5SQSg) was too fast for young learners. As a result, the narration was revised using clearer pacing and tone. After revision, students were able to better comprehend the message, as confirmed by classroom observations and student responses.

This validation process confirmed that the animated video met both technical and pedagogical standards necessary for supporting effective instruction in IRE at the primary school level.

4.4. Implementation

The implementation phase focused on testing the practicality of the Renderforest-based animated video media in the context of fifth-grade IRE learning. This was conducted through a limited-scale trial involving 1 Islamic education teacher and 10 fifth-grade elementary students. The objective was to assess the extent to which the media could be used effectively in real instructional settings.

4.4.1. Teacher's Practicality Assessment

Practicality data from the teacher were obtained through a structured questionnaire comprising 10 statement items, each reflecting essential instructional indicators such as content clarity, curriculum alignment, motivational appeal, and relevance to student characteristics. Responses were recorded using a 4-point Likert scale, and the total score was

converted into a percentage. The overall practicality score reached 93%, which is categorized as 'Highly Practical' based on the interpretation criteria, as shown in Table 6**.**

Table 6. Practicality Indicator Statements for Teachers' Evaluation of Animated Video Media

No.	Practicality Indicator Statement	Mean	SD	Percentage (%)
1	The material in the animated video is easy to understand, clear, and concise	3.72	0.45	94
2	The content of the animated video aligns with the learning objectives	3.68	0.47	92
3	The animated video corresponds to the required basic competencies	3.64	0.50	91
4	The material in the animated video matches the students' level of understanding	3.60	0.52	90
5	The animated video effectively supports learning activities	3.70	0.44	93
6	The animated video has an attractive visual display	3.80	0.40	95
7	The images used in the video are relevant to the learning material	3.68	0.47	92
8	The animated visuals are suitable for fifth-grade elementary school students	3.76	0.43	94
9	The animated video facilitates effective material delivery by the teacher	3.68	0.47	92
10	The animated video encourages student motivation and interest in learning	3.76	0.43	94
	Overall Average	3.70	0.46	93%

4.4.2. Students' Practicality Assessment

A parallel questionnaire was also administered to students, consisting of 10 statement items designed to evaluate the practicality of the media, including aspects such as ease of use, content comprehension, emotional engagement, and audiovisual clarity. Each statement was rated using a 4-point Likert scale. The students' total average score reached 96%, which is categorized as 'Highly Practical' based on the interpretation criteria used, as shown in Table 7.

Table 7. Practicality Indicator Statements for Students' Evaluation of Animated Video Media

No.	Practicality Indicator Statement	Mean	SD	Percentage (%)
1	I enjoy learning with animated video media	3.88	0.32	97
2	Animated video learning makes me more active during lessons	3.80	0.40	95
3	The visual appearance of the animated video is attractive	3.84	0.36	96
4	The animated visuals in the video are clear and easy to see	3.88	0.32	97
5	The audio in the animated video is clear and easy to hear	3.84	0.36	96
6	The animated video helps me understand the material about sincerity in doing good deeds	3.84	0.36	96
7	I feel enthusiastic when learning with animated video media	3.84	0.36	96
8	The animated video keeps me interested throughout the lesson	3.80	0.40	95
9	The material in the video helps me answer learning questions	3.84	0.36	96
10	Overall, I am satisfied with this animated video media	3.84	0.36	96

No.	Practicality Indicator Statement	Mean	SD	Percentage (%)
	Overall Average	3.84	0.37	96%

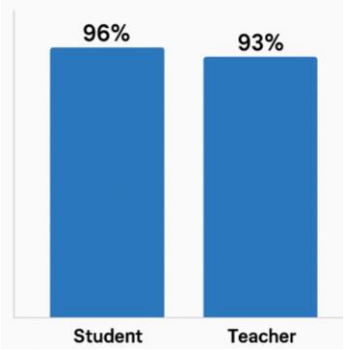

Figure 1. Comparison of Student and Teacher Practicality Results

Figure 1 demonstrates that the animated video learning media used in Islamic studies meets the practicality criteria from the assessments of both students and teachers. The student assessment shows a high practicality score of 96%, while the teacher assessment follows closely with 93%. These results indicate strong acceptance and usability of the media in both groups. The average practicality score from both groups is 94.5%, further reinforcing the effectiveness and feasibility of using this animated video media in instructional practice.

4.5. Evaluation

The final stage of the ADDIE development model is the evaluation phase, which determines whether the developed media meets the required standards of validity and practicality. This evaluation comprises both formative and summative assessments. The formative evaluation was conducted throughout the analysis, design, development, and implementation stages, while the summative evaluation was conducted after the implementation phase to assess the media's effectiveness and feasibility for classroom use. The formative evaluation included expert validations. The first involved two content experts who assessed the instructional accuracy, language use, presentation, media effects, and attractiveness of the animated video. Their feedback contributed significantly to improving the educational relevance and clarity of the material. The results of this evaluation are presented in Table 4. Validation Results by Content Experts. Similarly, the media design expert evaluated the layout, functionality, and visual quality of the video. This assessment is shown in Table 5. Validation Results by Media Experts. The scores from both validation tables demonstrate that the animated video falls within the "Very Valid" category.

Following expert validation, practicality testing was conducted with one Islamic Education teacher and 15 fifth-grade students who used the media in a real classroom setting. Their experiences and feedback were gathered using structured questionnaires. A comparative overview of the practicality results between teacher and students is visualized in Figure 1. Comparison of Student and Teacher Practicality Results, which shows that both groups rated the animated video as "Very Practical."

Thus, combining the findings from both validation and practicality tests, the media meets both technical and pedagogical standards. It is therefore concluded that the developed animated video media is valid, practical, and suitable for implementation in Islamic Religious Education at the elementary school level.

5. Discussion

The development of animated video-based instructional media in IRE has demonstrated considerable impact in enhancing students' conceptual understanding, engagement, and learning motivation. By employing the ADDIE model (Analysis, Design, Development,

Implementation, Evaluation), this study was able to produce a structured and effective educational product that aligns with modern pedagogical standards.

In the Analysis phase, the study identified that teachers of IRE still rely primarily on conventional teaching approaches—particularly the use of printed textbooks—resulting in teacher-centered, monotonous learning environments. This finding confirms earlier studies, such as Ning and Danso (2025), who asserted that instructional design must begin with a clear diagnosis of learner needs and institutional challenges, especially when dealing with cognitive and affective development. Moreover, student interviews indicated a preference for visual-based learning, particularly animations that illustrate abstract values like sincerity in relatable ways. This supports Sae and Radia (2023), who found that animated videos significantly improve value acquisition and engagement among elementary students. The Design phase incorporated the 2013 national curriculum while integrating cognitive load theory to ensure content accessibility. Mayer (2021) emphasizes that effective multimedia design must minimize extraneous cognitive load and promote dual-channel information processing. In this study, elements such as simplified narration, vibrant visuals, and culturally contextual scenes were selected to align with these principles. Wang (2025) similarly underscore that personalized and emotionally resonant animation strengthens learners' internalization of moral content.

During the Development stage, Renderforest was used to translate storyboards and scripts into full animated video. The validation phase, involving content and media experts, yielded scores of 93.3% for content and 85% for media practicality—both categorized as highly valid. This is in line with Branch (2009), who notes that iterative feedback and validation are critical steps in ensuring instructional products meet both pedagogical and technological quality benchmarks. The Implementation of the animated video in a fifth-grade classroom generated positive responses from both teachers and students. Students became more participatory and reflective, actively engaging with concepts presented in the video. Teachers observed increased interaction and greater ease in explaining abstract moral principles. These outcomes align with Wang et al. (2025), who documented that animated IRE content enhanced student dialogue and reflection during class activities. The Evaluation phase applied formative evaluation methods throughout the ADDIE cycle. Feedback from validators, students, and teachers informed several revisions—including clearer visual transitions and voice-over adjustments—ensuring the media's final version was practical and pedagogically sound. Lin and Yu (2023) emphasize that multimedia tools become most effective when refined through structured, feedback-driven development cycles.

In sum, this study supports the relevance of the ADDIE framework in developing engaging, valid, and practical digital learning media for moral and religious education. The animated video functioned not only as a teaching aid, but also as a catalyst for internalizing values through emotional and contextual learning experiences. The combination of narration, visual cues, and character-driven moral dilemmas helped bridge cognitive understanding with affective learning outcomes, confirming Mayer's (2021) multimedia learning theory.

6. Conclusion

This study successfully developed an animated instructional video for Islamic Religious Education (IRE) on the theme "Let's Be Sincere in Doing Good Deeds", following the ADDIE development model. The development process consisted of five phases: analysis, design, development, implementation, and evaluation. In the analysis phase, a needs assessment was conducted involving teachers and students to identify the lack of engaging media in teaching the concept of sincerity (ikhlas). The design phase focused on selecting suitable content and animation tools. During the development phase, the video was created using the Renderforest application and underwent expert validation. The implementation phase involved practical trials with a fifth-grade IRE teacher and students, while the evaluation phase addressed feedback from validators and users for refinement. The validation process involved two experts: one in Islamic Education and one in educational media design. They assessed the animated video using a structured rubric and categorized it as highly valid, with scores of 93.3% and 85%

respectively. This indicates that the media is pedagogically sound and content-appropriate for Islamic values instruction. Furthermore, the practicality test conducted with 15 fifth-grade students and one IRE teacher showed strong acceptance and usability of the media in classroom settings. The practicality score reached 98.63%, placing it in the very practical category. The animated video was found to be easy to use, engaging, and effective in helping students understand abstract religious values. These findings confirm that animated media can serve as a powerful instructional tool in Islamic education, especially for conveying moral concepts to young learners.

Limitation

This study has several limitations worth noting. First, it was conducted in a single elementary school with a relatively small sample of fifth-grade students, which may limit the generalizability of the results to broader educational contexts or different age groups. Second, the animated video content was focused exclusively on the theme of sincerity in deeds, thereby restricting the exploration of its applicability across other Islamic religious education topics. Additionally, although the study demonstrated the media's validity and practicality, it did not assess long-term learning outcomes or knowledge retention, which would require a longitudinal design. Furthermore, the technical use of Renderforest as the sole development platform may have constrained creative possibilities. Finally, the study did not compare the effectiveness of animated video with other innovative pedagogical strategies, such as gamification or augmented reality, which could offer further insights into enriching Islamic education.

Recommendation

Based on the findings of this study, several recommendations can be proposed for future research and practice. First, educational institutions should invest in comprehensive training programs for Islamic education teachers to enhance their digital literacy and capacity to develop and implement animated video learning media across various Islamic education topics. Second, curriculum developers should consider integrating animated videos as standard teaching tools within Islamic religious education, particularly for abstract concepts that benefit from visual representation. Future research should expand to include more extensive and diverse student populations across different grade levels and geographical areas to validate the effectiveness of animated videos in varied educational contexts. Additionally, comparative studies examining the impact of different animation styles, lengths, and interactive elements would provide valuable insights for optimizing the design of Islamic educational videos. Finally, longitudinal studies measuring knowledge retention and behavioral changes resulting from animated video instruction would strengthen the evidence base for this pedagogical approach and help establish best practices for implementation in Islamic religious education.

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Declaration of Generative AI-assisted Technologies

This manuscript was prepared with the assistance of Generative AI ChatGPT and QuillBot. The AI was used to assist in drafting and language refinement. All intellectual contributions, critical analyses, and final revisions were conducted by the authors. The authors take full responsibility for the accuracy, originality, and integrity of the content presented in this work.

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